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edge of arithmetic is used in developing each principle, and the practical uses of algebra are emphasized.

The problems are based on facts gathered from many sources and touch various phases of life. Thus while the pupils are learning to solve equations they gain much information regarding the weight of feathers that a Toulouse goose yields in a year, the amount paid a Chinaman for rolling joss sticks, the number of times the largest steam whistle in the world is blown in a day, and so on. There are many good problems, and the lists include quite a number based on geometry and physics.

Graphs are presented in such a way that they may be omitted by teachers who have not discovered the value of graphical methods. The order of topics is about the same as in the author's other algebras, but the work has been simplified and the difficult part of each topic has been postponed till the pupil has gained greater ability to grapple with them.

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Public Schools for Girls: A Series of Papers on Their History, Aims, and Schemes of Study. By Members of the Association of Head Mistresses. Edited by SARA A. BURSTALL and M. A. DOUGLAS. London: Longmans, Green & Co., 1911. Pp. xv+302. \$1.30 net.

English schools seem to afford opportunity for the development of women of strong personality. One of the most effective of these is Miss Burstall, whom the visitor to Manchester finds to be an active factor in the entire educational situation centering in that city. She has also shown herself to be one of the most just critics of American schools, as is shown in her writing, especially in *Impressions of American Education in 1908*.

The first-named editor contributes the chapters on "The Rise and Development of Public Secondary Schools for Girls, 1850-1910," "Physical Training," and "Medical Inspection." Miss Douglas furnished two papers read at alumnae conferences of the Association of Head Mistresses in 1909 and 1910 upon "Aims and Ideals in Education, and Suggestions as to Possible Reforms." Other chapters are on "Junior School Work," "Divinity," "English," "Geography," "History," "Modern Languages," "Classics," "Mathematics," "Natural Science," "Home Arts," "Home Science," "Drawing," "Music," "Handwork," "Gardening," "Hygiene and Comfort," "Resident Schools and Boarding Houses," "Examinations: Their Use and Abuse." There are more than twenty contributors.

It is explained in the preface that there is no chapter on "Discipline" because "it is very difficult to give a description of this all-important but somewhat intangible part of school life." It is made evident that there is no weakness in the direction of loose control, but that more rigid forms are giving way to methods of organization in which all members of the corporate life of the school are enabled to co-operate in its government.

The introductory chapter shows the historical setting of present tendencies. The reader sees clearly the outcome of the various forces in operation during the past sixty years. Reports of commissions and novelists like Charlotte Brontë alike contribute.

The two chapters on "Divinity" are illuminating in presenting very different points of view. The first writer is very conservative. She states: "Therefore we

do not expect to learn history, or geography, or science, *as such*, from the Holy Scriptures: although marvelously they never *contradict* truth even in these." The second writes: "It is part also of her training as a Bible student that she should notice the existence of double and treble narratives giving different accounts of the same event; and the teacher will encourage her to press for a solution. Here is a so-called Bible difficulty which turns out to be the clue to a very important literary discovery: the faithful young student begins to detect for herself the composite authorship of the ancient books."

The various selections are of unequal value, but taken together they afford an interesting view of the general situation. There naturally arises comparison with such books as *The Public School from Within*, and Dr. Hodson's *Broad Lines in Science Teaching*, representing in the first case boys' schools and in the second a co-educational school. It would seem that in scholarship requirements the girls' schools do not rank fully with the others, but that in practical considerations they are developing many valuable features.

Present interest in America in dormitories will lead to especial consideration of chap. xxi. The chapter on examinations shows that tendencies in England are not unlike those in America.

FRANK A. MANNY

THE BALTIMORE TEACHERS' TRAINING SCHOOL

Annals of Educational Progress in 1910.—A Report upon Current Educational Activities throughout the World. By JOHN PALMER GARBER. (Lippincott's Educational Series, edited by M. G. BRUMBAUGH.) Philadelphia: J. B. Lippincott Co., 1911. Pp. 396. \$1.25 net.

This volume is the first of an annual series which aims to make "a survey of the present educational conditions throughout the world." Its purpose is to give a source from which one may obtain with a minimum of effort concise information concerning current educational conditions. Mr. Brumbaugh says in his preface to the book: "His [the author's] treatment is not encyclopaedic, nor is it merely reportorial; it is in the truest sense interpretative, giving the reader not only the facts of present-day education throughout the world, but an insight into the meaning of these facts as they relate themselves to the general philosophy of education and as they interpret themselves in terms of practical procedure."

The book is divided into seven parts. In Part I the author deals with the subject of vocational and agricultural education, the former of which he characterizes as "the most prominent topic before the educational world." He makes a very clear analysis of the problems underlying vocational education, and discusses its relation to both the present school work and to industry. In Part II the subject treated is "developments directly affecting the public schools," under which are discussed such practical topics as how to keep pupils in school, care of the health of pupils, and special types of pupils. Part III covers the developments in higher institutions of learning, and Part IV, teachers' salaries, pensions, etc. In Part V the author leaves the internal affairs of the school and turns to "social problems" related to the school, such as child labor, public health, the conservation movement, play-grounds, morals and education, etc. "Foreign Educational Interests" is the title of Part VI, in which the author within the brief compass of sixty-five pages states some interesting facts in educational development in some twenty countries throughout the world. Part VII is divided among the